

## Health Skill:



# Analyze Influences

## Background Information

The health skill, *Analyze Influences*, focuses on identifying and understanding the diverse internal and external factors that affect health practices, behaviors, and outcomes. Internal influences include: desires, likes, dislikes, personal values, and perceptions of social norms. External influences include: community members, family, culture and traditions, friends, technology, and the media. To show proficiency in this skill, students first analyze why and how internal and external influences impact their health behaviors. Then, they evaluate whether those influences support or do not support future health goals. *Analyze Influences* is foundational for teaching other health skills because it prepares students to understand the variety of influences on their behavior, which is an essential precursor to mastering health skills, such as *Access Valid & Reliable Resources*, *Interpersonal Communication*, *Decision-Making*, *Goal-Setting*, *Advocacy for Self & Others*, and *Self-Management*.

### Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another.

If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

#### PreK-2

- Identify likes and dislikes
- Connect likes and dislikes to people, school, and media
- Connect likes and dislikes to the future choices

#### 3-5

- Identify important aspects of personality
- Connect aspects of personality to a variety of influences, including peers, social media, technology
- Connect aspects of personality to future health choices and behaviors

#### 6-8

- Define internal and external influences
- Identify internal and external influences
- Analyze how a variety of influences connect to different outcomes
- Analyze how a variety of influences connect to future health choices, behaviors, and outcomes

#### 9-12

- Evaluate internal and external influences
- Research policies at school and the community that influence health

### NATIONAL HEALTH EDUCATION STANDARD (NHES) 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

*Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.*



## Grades PreK-2 Framework

In grades PreK-2, students begin *Analyze Influences* by exploring the influences in their life and explaining how those influences shape them. First, students think about who they are as individuals, focusing primarily on what they like and dislike. Students consider who and what influences their likes and dislikes and think about how these likes and dislikes influence their health. Many of the activities in the teaching progression are written for students who have not started reading and writing. If students are reading and writing, adapt or add to activities to reinforce literacy skills. For some activities, guidance is provided for how literacy may be included.

Mastery of *Analyze Influences* for grades PreK-2 means students are able to identify connections between self-identified likes and dislikes as well as identify the people in their life who helped contribute to that like or dislike.

## The Steps:



### Step 1: What Do I Like?

**Step Overview:** Students begin this health skill with an overall identification of themselves and the things they like and dislike. When analyzing influences, it is important for an individual to first understand who they are, which often starts with things they like to do. For students in grades PreK-2, likes and dislikes is a way for them to think of who they are, which is often an abstract concept that is developmentally difficult for students this age to analyze. From there, they explore the external influences responsible for creating that like or dislike.

#### Sub Skill(s):

- Describe myself
- Identify my likes and dislikes



### Step 2: Why Do I Like What I Like?

**Step Overview:** Once students have explored their different likes and dislikes, the next step to analyzing influences is to make connections to the people and things around them. This step is broken down into three external factors: people, school, and media. Students should make connections to how these three factors influence their likes, dislikes, and favorites.

#### Sub Skill(s):

- Define influence
- Explain why you like the things you do
- Connect people to health
- Connect school to health
- Connect what is seen and heard on screens to health



### Step 3: How Do My Likes Connect to My Future?

**Step Overview:** The final step to analyzing influences is to connect those influences to future behaviors, specifically health behaviors. This step allows students to reflect on their work during Step 1 and Step 2. Students begin to consider the importance of some of their biggest influences. Developmentally, this step can be challenging for students, and therefore, teachers should adjust to meet the needs and readiness of students. Step 3 offers a bridge to the health skill *Decision-Making* as students begin to consider the effect of influences within their life.



### Teaching Tips

- Respond to the cognitive needs of students in Grades PreK-2. Analyzing influences is a difficult cognitive task at this age level, which is why the steps only connect to likes and dislikes. See Grades 3-5 for more cognitively demanding steps.
- Teach *Analyze Influences* through movement to allow students to understand cause and effect relationships. For example, visually show cause and effect with dominos or other manipulatives.
- Allow students to come to their own conclusions about the role something they like plays in their life. Understand that influences are rooted in identity, background, and culture. Be cautious to verbalize opinions of a student's influences because you could be passing judgement on their identity, background, and culture.

See *Teaching Progression* for suggested learning activities.



# Teaching Progression:



## Step 1: What Do I Like?

**SUB SKILLS(S):**

- Describe myself
- Identify my likes and dislikes

**GUIDING QUESTIONS:**

What are my interests? What do I like?

**NHES PERFORMANCE INDICATORS:**

(2.2.1) Identify how the family influences personal health practices and behaviors. (2.2.2) Identify what the school can do to support personal health practices and behaviors. (2.2.3) Describe how the media can influence health behaviors.

**VALUABLE VOCABULARY:**

- *because*
- *like*
- *dislike*
- *favorite*
- *describe*
- *explain*

### Step 1: What Do I Like? | Sub Skill: Describe Myself



**SUGGESTED LEARNING ACTIVITY 1:**

Ask students to think about how they would describe themselves. Descriptions can begin with physical characteristics and expand to family and friends, then further to likes, dislikes, and favorites. Prompt students to draw their descriptions in an image that represents who they are. Ask students to add as much detail as possible to their images to best showcase the different parts of who they are.

Place students in pairs to share descriptions of their drawings. Ask students to explain each element of their drawing and why it was included. This description will help build a base for students to identify how their likes developed as an important part in their life, before further exploring the influences involved.

See Next Page For Teaching Notes.

**Language of Health Literacy:**

*I am \_\_\_\_\_.*

*I do \_\_\_\_\_ after school.*

*I do \_\_\_\_\_ at home.*

*I have \_\_\_\_\_.*



## Teaching Progression: Step 1 | What Do I Like? (Cont.)

### TEACHING NOTES:

- Offer examples to encourage student generation of ideas as necessary. Some supportive examples may include physical attributes (e.g. hair features, height, skin color), familial attributes (e.g. brothers, sisters, cousins, aunts), friend groups (e.g. best friends, social groups/clubs), and favorites (e.g. foods, activities, books, classes, colors, animals).
- Literacy Enrichment: For students who are able to read and write, ask students to label their drawing or write short paragraphs about what they drew.

## Step 1: What Do I Like? | Sub Skill: Identify My Likes And Dislikes



### SUGGESTED LEARNING ACTIVITY 1:

Have students look at the pictures they drew of themselves and identify the parts of the picture that represent things they like by drawing a heart next it and things they do not like by drawing a frowny face.

### Language of Health Literacy:

*I like* \_\_\_\_\_.

*I do not like* \_\_\_\_\_.

### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student explanation of their likes and dislikes.
- Do not require students to identify dislikes if there isn't anything in their drawing they feel they dislike.



### SUGGESTED LEARNING ACTIVITY 2:

Instruct students to bring in items or pictures of things they like. Images can be of objects or activities the student enjoys doing. Facilitate a show and tell day and allow students to share their objects/ images with the class, explain what each item and picture is.



### SUGGESTED LEARNING ACTIVITY 3:

Show students images of a variety of items, such as food, sports equipment, different types of weather, etc. If students like something in the image, have them jump up and down. If students do not like something in the image, have them shake their head no.



## Teaching Progression:



### Step 2: Why Do I Like What I Like?

#### SUB SKILLS(S):

- Define influence
- Explain why you like the things you do
- Connect people to health
- Connect school to health
- Connect what is seen and heard on screens to health

#### GUIDING QUESTIONS:

What and who makes me who I am? Why do I like certain things? Why do I dislike certain things? How does my school support my health?

#### NHES PERFORMANCE INDICATORS:

(2.2.1) Identify how the family influences personal health practices and behaviors. (2.2.2) Identify what the school can do to support personal health practices and behaviors. (2.2.3) Describe how the media can influence health behaviors.

#### VALUABLE VOCABULARY:

- *because*
- *media*
- *influence*
- *choice*
- *element*

### Step 2: Why Do I Like What I Like? | Sub Skill: Define Influence



#### SUGGESTED LEARNING ACTIVITY 1:

Define the word influence for students. An *influence* is *something outside of a person that causes them to do, feel, like, or dislike*

*something*. Provide examples of influences in your life that help build student understanding. For example, you may share that your uncle is an artist, which influences you because he causes you to like drawing. Ask students to share examples in their life.

#### Language of Health Literacy:

\_\_\_\_\_ causes me to like \_\_\_\_\_.

\_\_\_\_\_ causes me to dislike \_\_\_\_\_.

\_\_\_\_\_ makes me feel \_\_\_\_\_.

#### TEACHING NOTES:

- Depending on ability, do not require students to use the word influence but rather use the *Language of Health Literacy* to help them generate ideas.



Teaching Progression: Step 2 | Why Do I Like What I Like? (Cont.)

Step 2: Why Do I Like What I Like?

Sub Skill: Explain Why You Like The Things You Do



SUGGESTED LEARNING ACTIVITY 1:

Connect back to the activity from Step 1 by asking students to describe elements within their drawing. Have students verbally explain why they connect with an element they drew.

Language of Health Literacy:

I like \_\_\_\_\_ because \_\_\_\_\_.

I connect with \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ is important to me because \_\_\_\_\_.

TEACHING NOTES:

- Literacy Enrichment: For students who are able to read and write, ask students to write their explanations before or after sharing out loud with a partner.
- Use the *Language of Health Literacy* above as necessary to support student skill development to go beyond identifying influences and expand to explain the influences in their life.

Step 2: Why Do I Like What I Like? | Sub Skill: Connect People To Health



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the people who they connect their likes, dislikes, and favorites with influence them, or cause them to do, feel, like, or dislike something. Prompt students to look back at their drawing or consider the explanations they verbalized to identify any people who they named in their explanations. These people support their connection to this part of who they are in important ways. Instruct students to explain how elements of their drawing connect to people.

Language of Health Literacy:

I like to \_\_\_\_\_ because \_\_\_\_\_ does this with me.

I like \_\_\_\_\_. I learned I liked this with \_\_\_\_\_.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students to verbalize connections.
- Example Connections to People:
  - If a student says they enjoy skateboarding because they get to do it with their sister, have them identify their sister.
  - If a student describes the reason for their love of pizza being that they eat it with friends, have them



## Teaching Progression: Step 2 | Why Do I Like What I Like? (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Have students examine their drawings again. Ask them to consider any connections to other individuals that they did not make previously. Explain to students that not every element of their drawing has a connection to a person and that is okay.

### TEACHING NOTES:

- Offer examples to students that may support their understanding and identification of influences.
- Example Connection to People: If a student loves to swim ask them who first took them swimming or who they enjoy swimming with or talking with about swimming.



### SUGGESTED LEARNING ACTIVITY 3:

Place students into pairs and ask them to share their new understandings of those who influence them and the connections they have made to specific elements of their drawing. Listen for student descriptions of influences they have noted and share with the class, or have students share examples that will support whole class understanding.

## Step 2: Why Do I Like What I Like? | Sub Skill: Connect School To Health



### SUGGESTED LEARNING ACTIVITY 1:

Begin with a brief introduction of who and what makes up your school environment. Ask students to share what they believe makes a school environment. Start by focusing on the physical aspects of a school (e.g. classrooms, playgrounds, cafeteria, library). Then transition to people (e.g. students, teachers, front office staff) and finally to the opportunities the school has (e.g. recess, healthy snacks, playtime). Add other elements of the school environment as necessary, being sure that specific parts of your school community are included within the discussion. Have students discuss the influence of school by asking students to consider how their school environment might support their health.

### Language of Health Literacy:

*My school helps me with \_\_\_\_\_.*

*My school makes sure I can \_\_\_\_\_.*



### SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs or small groups. Ask them to discuss the following question: How does my school help me be healthy? All connections should be positively enforced to instill a complete understanding of how school supports the health of students.



## Teaching Progression: Step 2 | Why Do I Like What I Like? (Cont.)



### SUGGESTED LEARNING ACTIVITY 3:

Have students return to their drawing of self from Step 1. Ask students to identify the elements of their drawing that they would connect to their time in school. Prompt students as necessary to help them understand or add to their drawing.

### TEACHING NOTES:

- Examples of School Supporting Health: playgrounds and recess time for physical exercise, healthy snacks in the cafeteria, or conversations with trusted adults in their classrooms.

## Step 2: Why Do I Like What I Like?

### Sub Skill: **Connect What Is Seen And Heard On Screens To Health**



### SUGGESTED LEARNING ACTIVITY 1:

Introduce the idea that sometimes things we see and hear influence us. Provide a personal example of something you have seen or heard that has influenced you.

Show students a variety of images and/or videos. After viewing, ask students to think about what the image made them think or feel. Then, have students share out what they felt to the whole group or with a partner.

### Language of Health Literacy:

\_\_\_\_\_ makes me think of \_\_\_\_\_.

\_\_\_\_\_ makes me feel \_\_\_\_\_.

\_\_\_\_\_ makes me want to \_\_\_\_\_.

### TEACHING NOTES:

- Try to make your examples specific to media. For example, share about a commercial you saw for a gym that caused you to want to exercise more.
- Make sure images and videos are relevant to your classroom community.
- Model and provide the *Language of Health Literacy* to help guide student responses.
- Literacy Enrichment: For students able to read and write, ask students to write their responses to the images and/or videos. Students could also bring in important images or videos from their life and write about how that piece of media influences them.



# Teaching Progression:



## Step 3: How Do My Likes Connect to My Future?

### GUIDING QUESTIONS:

Why is it important to know who and what makes me who I am?  
How does who I am connect to my future?

### NHES PERFORMANCE INDICATORS:

(2.2.1) Identify how the family influences personal health practices and behaviors. (2.2.3) Describe how the media can influence health behaviors.

### VALUABLE VOCABULARY:

- *because*
- *media*
- *influence*
- *choice*
- *element*

## Step 3: How Do My Likes Connect to My Future?

### Sub Skill: Determine Importance of Influence



#### SUGGESTED LEARNING ACTIVITY 1:

Prompt students to reflect on the people, experiences, or things that influence them from Step

2. If students wrote down these influences, direct them back to their writing. Ask them to consider which feel most important to them in their daily lives.

Have students share aloud their thoughts about why a specific person, experience, or thing feels most important and how that connects to their health. For example, have students identify if an influences makes them feel healthy or unhealthy, safe or not safe, strong or not strong, etc.

#### Language of Health Literacy:

\_\_\_\_\_ is really important to me.

The most important (person, thing, experience) is \_\_\_\_\_.

\_\_\_\_\_ is important to me because \_\_\_\_\_.

\_\_\_\_\_ is important to me. It makes me feel \_\_\_\_\_.



#### SUGGESTED LEARNING ACTIVITY 2:

Ask students to think about one of their most important influences. Prompt students to think about what makes this influence important to them. After students have had time to think, pair them with a partner to share their ideas about their most important influences. Prompt students to discuss an additional important influence as they share with their partner.

See Next Page For Teaching Notes.



## Teaching Progression: Step 3 | How Do My Likes Connect to My Future?

### TEACHING NOTES:

- If students have difficulty identifying a most important influence, prompt them to select any influence they identified in Step 2 or offer suggestions, such as a meaningful family/friend connection or a significant amount of time spent watching television.
- Provide the *Language of Health Literacy* above to support student conversation.
- Be sure to share aloud ideas that you hear within partnered conversations that will support overall student understanding and continued conversations.
- Literacy Enrichment: For students who read and write, have them write down their responses or write a short story about an important person, thing, or experience in their life.



### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that just like how people and things around them influence them, they also influence others. Remind students that the word influence means something outside of a person that causes them to do, feel, like, or dislike something.

Share a story about a time you influenced someone. For example, share about a time you decided to eat something and that influenced your family to eat that same thing. Facilitate a whole class discussion regarding their own influence on others. How might you influence others? Prompt students to consider how they may make someone feel or behave. An understanding of their own influence on others may help them better understand influences on themselves.



# Assessing Mastery of Analyze Influences Grades PreK-2

Students in grades PreK-2 will have mastered *Analyze Influences* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**2.2.1 Identify how the family influences personal health practices and behaviors.**

- I can explain how my family members affect my health choices.

**2.2.2 Identify what the school can do to support personal health practices and behaviors.**

- I can describe how my school can help me remain healthy.

**2.2.3 Describe how the media can influence health behaviors.**

- I can explain how social media, commercials, and websites affect my health choices.

## ASSESSMENT TOOL #1 (2.2.1)

Group students in pairs to share their likes, dislikes and favorites. Prompt students to discuss why they like/dislike the chosen items. Prompt pairs with follow up questions that support the continuation of the discussion. Offer topics for students to consider their own likes, dislikes and favorites as necessary throughout the discussion. Model and provide *Language of Health Literacy* to support student discussion.

*Extension Option: Ask students to write their likes, dislikes, and favorites with an explanation of each. Offer sentence stems as necessary. Ask students to draw a picture to support their writing.*

## ASSESSMENT TOOL #2 (2.2.2)

Ask students to consider ways in which their school can help or support their healthy behaviors. Prompt students to choose one option that their school can do to help them remain healthy. Ask students to draw, write, or both how their school can support their healthy practices. Student drawings/writings should identify one way that the school can support their health. Coach students to add details to better highlight their example.

*Make decisions about drawing and writing based on student/classroom abilities. Allow students to further verbally explain their writing/drawing as necessary.*



### **ASSESSMENT TOOL #3 (2.2.3)**

Provide advertisements and/or commercials pertaining to health. Prompt students to select an advertisement and explain how it is affecting them. Explanations can be written or verbalized, depending on student ability.

### **ASSESSMENT TOOL #4 (2.2.3)**

Show multiple images to students that relate to health. Students can provide some of these images if time and access allows. Ask students to choose two images from the collection and explain what the image is making them think or feel. Then, if student is developmentally ready, they can extend their understanding of influences to others by explaining how the image may make someone else feel or think. Student should explain the influence the image has on themselves or others if student is developmentally ready.

Images can include words. Images can be replaced with videos of commercials or include full websites.



## Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Analyze Influences* can be used across content areas when students are struggling with individual decisions. Remind students to consider who may influence them when they are making choices and how understanding these influences can support them in their development.

Reinforce the understanding that influences on behaviors occur in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are making decisions regarding content, choosing partners or group members, or when reflecting on choices that have already been made. These questions are a guide for independent reflection when students are challenged to understand the choices that led to a particular incident and how others may have influenced them on their path towards that choice.

- How did *this* element influence you(or your choice/decision)?
- What do you think led you to choose *this* topic?
- How might *this* information influence your choice or decision?
- How do you believe you were influenced to make *this* decision?
- What is an influence that led you towards *this* choice?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*health, influence, impact, because, internal, external, media, choice*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)